

MBI BELIEF STATEMENTS



- ✓ *All students should be taught all the skills necessary for success: academic, social, emotional, and behavioral.*
- ✓ *Schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills.*
- ✓ *A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.*
- ✓ *Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.*
- ✓ *Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.*
- ✓ *All students are entitled to be treated with dignity and respect.*
- ✓ *Successful schools gather and use a variety of information to improve teaching and learning.*
- ✓ *Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.*
- ✓ *Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness.*



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

June 2011

MBI

MONTANA BEHAVIORAL INITIATIVE



*ALL children deserve the opportunity to grow up
in schools and communities that support them
in making healthy choices.*

MISSION OF THE MBI . . .



The Montana Behavioral Initiative (MBI) assists educators, parents, and other community members in developing the attitudes, skills, and systems necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence.



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Students
Parents
Board of Public Education
School Administrators of Montana
Montana Association of School Superintendents
Montana Association of Elementary & Middle School Principals
Council of Administrators in Special Education
Montana Office of Public Instruction
Governor's Office
MEA-MFT
Montana School Boards Association
Montana Higher Education
Montana Council for Exceptional Children
Montana Council for Children with Behavior Disorders
Montana Association of School Psychologists
Montana Board of Crime Control
Montana Youth Justice Council
Montana Juvenile Probation Officers Association
Department of Public Health & Human Services
Attorney General's Office
Jobs for Montana Graduates, Department of Labor/OPI
Montana School Social Workers
Department of Emergency Services
School Nutrition Programs, OPI
Montana High School Association
Montana Prevention Resource Center and
the Interagency Coordinating Council
Safer Schools and Communities Project,
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MBI Web Site Address: www.opi.mt.gov/Programs/schools/MBI/index/html

WHAT IS THE MONTANA BEHAVIORAL INITIATIVE?

The term initiative refers to proactive efforts by community and school leaders to identify and prioritize concerns, teach acceptable alternatives to inappropriate behaviors and create a culture of respect in the academic setting. With this in mind, the Montana Behavioral Initiative is a content-based staff development philosophy and process designed to meet students' diverse and complex social, emotional, behavioral, and academic needs. More specifically, MBI endorses the belief statements located on the back of the brochure.

KEY GOALS OF THE MBI . . .

TRAINING

- To increase the awareness and understanding of effective schools practices.

TEAM PROCESS

- To increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth.

PROACTIVE SUPPORT SYSTEMS

- To support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results.

EVALUATION PROCESS

- To increase awareness regarding the value and use of data-based decision-making in education.

COMMUNITY PROCESS

- To foster the belief that the education of today's youth is a community responsibility.

WHY A BEHAVIORAL INITIATIVE IN MONTANA?



In Montana, school personnel, students, parents, and public officials are calling for solutions to increasing incidents of insubordination, alienation, aggressive behavior, truancy, drug use, drop out rates, and vandalism. As partners in education, we have a shared responsibility to address these concerns by developing a positive school culture, which includes the characteristics of personal and social responsibility and productive community participation.

HISTORY OF THE MONTANA BEHAVIORAL INITIATIVE . . .

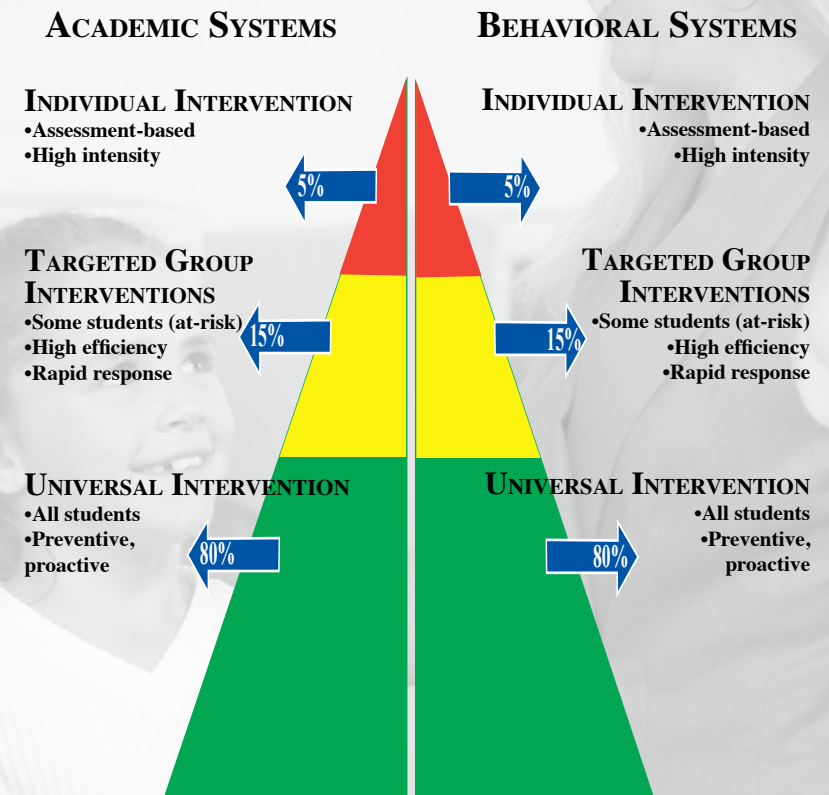
In the spring of 1995, five community school partnerships were selected to become model sites. Each site selected a team of educators, parents, and community members to assess site-based school and community needs and to develop goals to address those needs. In turn, the team developed plans and strategies to meet these goals.

The MBI has grown from the original five model sites to over 200 participating schools. The MBI sites utilize facilitators trained by MBI to provide guidance and direction to site-based teams. As a result, many positive, proactive and preventative strategies have been implemented.

Two important features characterize the MBI process:

1. *local teams are free to choose any validated strategies from an array of proven practices, and*
2. *some form of evaluation data corroborates team perceptions of need and outcome.*

BEST PRACTICE: DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS



STATE COORDINATOR

- links the MBI components together
- coordinates professional development training
- networks with other agencies
- develops materials
- assists with Summer Institute planning



INFORMATION SHARING

- workshops and conference presentations
- listserv participation
- web site information
- brochures and other resources
- site visitations and presentations

INTERAGENCY/COMMUNITY COOPERATION

- **Community and statewide agencies support MBI by:**
 - working with schools to strengthen community and state resources supporting policy and procedures to facilitate effective and efficient services for our youth
 - coordinating community-based services with schools
 - encouraging change that enables schools and communities to provide quality services for youth
- Youth Day

EVALUATION

- **Evaluation:**
 - contracted evaluator analyzes statewide implications of MBI
 - ongoing decision-making and management activities
 - data-driven decision-making management

EFFECTIVE SCHOOLS RESEARCH . . .

Effective schools research indicates that there are attitudes, skills and systems that, if implemented, will lead to student success and a positive school culture. They are:

ATTITUDES

Effective programs and schools:

- have unconditional positive regard for students
- maintain a positive and proactive focus
- assert beliefs of responsibility and self-efficacy
- affirm high, success-oriented student expectations

SKILLS

Effective programs and schools:

- match instruction and services to individual student needs
- employ a proactive curricula
- use validated instructional strategies
- provide systematic data-based interventions

SYSTEMS

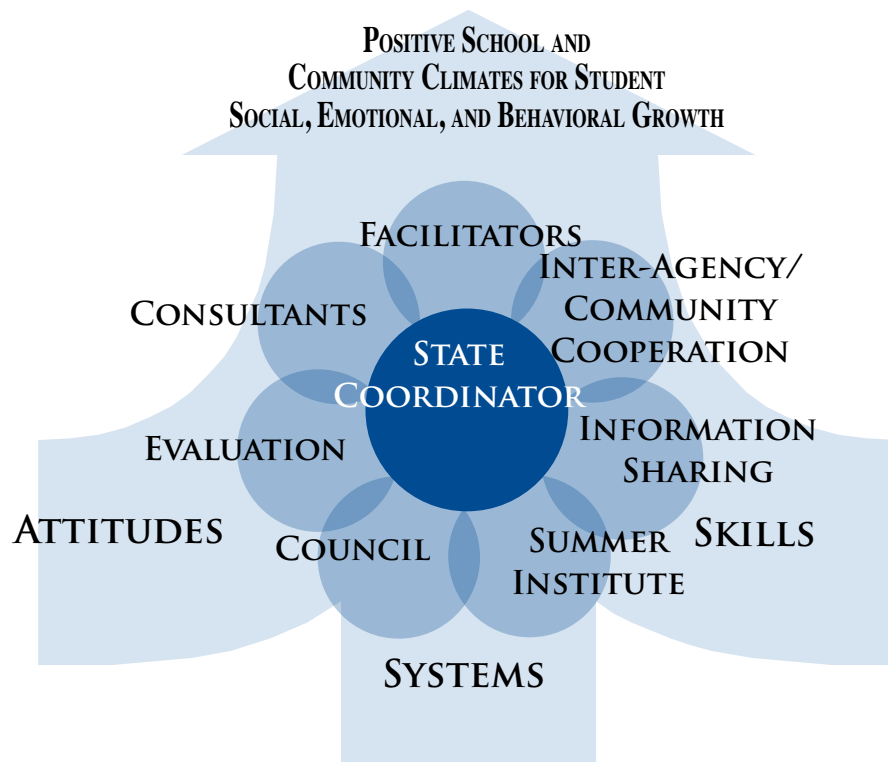
Effective systems:

- are supported by strong leaders
- provide an array of services
- engage parents
- collaborate with community agency and service providers
- employ schoolwide approaches involving both general and special educators
- engage in systematic staff development for school improvement
- conduct ongoing program evaluation
- have a clearly defined vision for improvement

Effective Schools Research can be accessed at www.nwrel.org



COMPONENTS



COMPONENTS OF MBI . . .

SUMMER INSTITUTE

- nationally recognized professional development institute
- more than 5,000 individuals and site teams educated in best practices
- networking opportunities for community partners

FACILITATORS

- participate in professional development training, enhancing facilitator and team leadership skills
- help sites develop an understanding of the MBI process
- organize an MBI team to identify and address site-based concerns
- guide sites through the MBI process
- extend knowledge of "best practices" and validated educational strategies
- assist in the development of community involvement
- network with educators and community members statewide

COUNCIL

- oversees the development of MBI practices and principles
- links with state coordinator and the various components of MBI
- meets regularly for sharing, communicating, and strategic planning
- coordinates efforts to impact statewide policies, guidelines or structures which will promote the mission and goals of MBI

CONSULTANTS

- develop and provide technical assistance, training, and support services
- support site teams in their understanding and implementation of MBI goals
- serve on the MBI Council
- participate in focused training, joint problem-solving and coordinated efforts to promote the mission and goals of MBI